



Office of Public Instruction
Linda McCulloch, Superintendent
PO Box 202501
Helena, MT 59620-2501
www.opi.mt.gov

MIGRANT EDUCATION PROGRAM
Local Operating Agency Performance Report
Title I, Part C
Elementary and Secondary Education Act

CONTACT INFORMATION AND CERTIFICATION

Reporting Year 2006-2007

Contact Information

Name and Legal Entity of Local Operating Agency Submitting Report:

Address (Include Street, City, State, Zip Code, and Email Address):

List All Participating Districts:

Name, Title, Telephone, and Email Address of Person to be Contacted About Report:

DEADLINE: **September 30, 2007** (Summer projects)
 June 30, 2007 (Regular Year projects)

Return to:

Angela Branz-Spall
Office of Public Instruction
Montana Migrant Education Program
PO Box 202501
Helena, MT 59620-2501
(406) 444-2423
angelab@mt.gov

SECTION I—GLOSSARY FOR THE MEP

Children Enrolled in Special Education – Students for whom an individual educational plan (IEP) has been written.

Counselor – A professional staff member who guides individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.

Counseling Services – Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.

Continuation of Service – The “continuation of services” provision found in Section 1304(e) of the statute provides that: (1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

Dropped out of School – The term used for students, who, during the reporting period, were enrolled in a public or private school for at least one day, but who subsequently left school with no plans on returning to enroll in a school and continue toward a high school diploma. Students who dropped out-of-school prior to the 2002-2003 reporting period should be classified NOT as “dropped-out-of-school” but as “out-of-school youth.”

Eligible Migrant Child – Any child who meets the statutory definition of a migratory child found in Section 1309(2) of the statute and sec. 200.81 of the regulations and for whom the SEA approved a Certificate of Eligibility. In brief, the term migrant child’ means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work (A) has moved from one school district to another; (B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or (C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

Enrolled – The term “enrolled” is used generally to refer to enrollment of a child in any local, state, or federally-funded school program.

Extended Day/Week – Any method of MEP-funded instructional delivery that extends the total hours of a school day or week beyond that which would otherwise be available for learning in the regular school year. This category would include early-morning and after-school programs; evening programs and other programs that alter the school schedule to accommodate migrant student schedules; Saturday programs; and other programs that extend the time for learning outside of the traditional “9:00-3:00” school day or five-day school week. Methods that substitute one type of learning time for another within the traditional school day, such as pull-outs or in-class tutoring, are not considered extended-time instructional approaches for purposes of this report. Extended day/week projects do not include summer-term or intersession projects.

Full-time Equivalent (FTE) – The amount of time a person performs federal program duties and is paid by the equivalent (FTE) federal program, as a percentage of a full-time work year (as defined by your state) for the regular school year, and as a percentage of a full-time summer-school or intersession program (as defined by your state) for the summer or intersession periods. If your state does not define a full-time summer-school session, define it yourself. For example, if your state defines a full-time work year as 180 days and a teacher works the full regular term for the federal program, that teacher would be reported as 1.0 FTE for the regular term. (Another teacher who worked only 18 days during the regular term would be reported as 0.1 FTEs.) If that same teacher also taught 30 days during the summer term for the federal program, and 30 days represents a complete summer session in your state, you would report a 1.0 summer-school FTE for that teacher under the summer column. If the teacher taught for 30 days in summer school, but worked only half days, you would report 0.5 FTEs under the summer column. Record all FTE entries to the nearest tenth, e.g., 1.0, 0.7, 0.5, not 0.75.

General Education Development Test (GED) – Certificate awarded to individuals who have earned the minimum required scores on the GED test.

High School Credit Accrual – Instruction in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.

Individualized Education Program (IEP) - Under the Individuals with Disabilities Act (IDEA), each public school child who receives special education and related services must have an Individualized Education Program (IEP). The IEP must be developed by teachers, parents, school administrators, related services personnel, and students (when appropriate). The plan generally includes: (1) a description of the child, including the child’s present level of functioning, (2) goals and objectives, (3) services to be provided, (4) time, place, and duration of services, (5) extent of participation with nondisabled children, (6) participation in state and district-wide tests, (7) transition services, and (8) evaluation of the child’s progress.

Instructional Services – Instruction in a subject area provided for students on a regular or systematic basis, usually for a predetermined period of time. It can include instruction provided by teachers or paraprofessionals. Includes correspondence courses taken by a student.

Interession – For schools on a year-round calendar, an interession term is the aggregate of all those periods throughout the year when the school (or part of the school) is not in session or not providing the annual instruction analogous to the traditional school-year regular term only for a cohort of students. Even though the interession periods occur at different times throughout the year, for the purposes of this report, those periods are all considered a single term. Thus, a student who participates in interession programs in October, February, and June would be counted as participating in one interession term (not three).

Last Qualifying Move – The date a migrant child’s eligibility for the MEP begins as the result of having completed a new qualifying move. This is often referred to as the qualifying arrival date (QAD).

Limited English Proficient (LEP) – The term limited English proficient’, when used with respect to an individual, is defined in section 9101(25) of ESEA to mean an individual — (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual — (i) the ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b)(3); (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

Mathematics Instruction – Instruction in mathematics provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.

MEP Funded – Any service that is funded in whole or in part with Migrant Education program funds.

Migrant Child/Student – See the definition of “Eligible Migrant Child” above.

Mobility – The term refers to moves of the following for the purposes on this report.

- Last qualifying move within previous 12 months – this means the child last made a qualifying move within 12 months of August 31, 2003 (the last day of the reporting period).
- Last qualifying move within previous 13 - 24 months – this means the child last made a qualifying move within 13 - 24 months of August 31, 2003 (the last day of the reporting period).
- Last qualifying move within previous 25 - 36 months – this means the child last made a qualifying move within 25 - 36 months of August 31, 2003 (the last day of the reporting period).
- Any qualifying move within a regular school year within the previous 36 months– this means the child has made a qualifying move during the regular school year in any of the 36 months prior to August 31, 2003 (the last day of the reporting period).

Out-of-school – Out-of-school youth means youth up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This could include students who have dropped out of school, youth that are working on a GED outside of a K-12 institution, and youth who are “here-to-work” only. It does not include preschoolers, who are counted by age grouping.

Paraprofessional – This includes paraprofessionals who (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with classroom management, such as organizing instructional and other materials, (3) provide instructional assistance in a computer laboratory, (4) conduct parental involvement activities, (5) provide support in a library or media center, (6) act as a translator, or (7) provide instructional support services under the direct supervision of a teacher [Title I, section 1119(g)(2)]. Because paraprofessionals provide instructional support, they should not be providing planned direct instruction, or introducing to students new skills, concepts, or academic content. Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.

Participation – The term “participation” refers to the receipt of some type of service from the MEP beyond identification and recruitment, inclusion in statewide or local needs assessment, records transfer, or activity insurance. (See the definition of “Services” elsewhere in this glossary.) The assistance may include, but is not limited to, the following types of services: direct provision of instructional services, counseling, referral to other services, health services, and other types of support services.

Priority for Services – This term is described in Section 1304(d) of the statute as “migratory children who are failing, or most at risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.”

Project – A project is any entity that receives MEP funds either as a subgrantee or from a subgrantee and provides services directly to migrant children in accordance with the State Service Delivery Plan and State approved subgrant applications. A project’s services may be provided in one or more sites.

Promotion date – The date a child is considered as promoted to the next grade according to the definition used in your state or district. As an example, if this occurs at the end of the regular school year, a child participating in the third grade from September to June would be considered in the fourth grade during summer school in July.

Public School Choice Program – ESEA provides parents of children enrolled in Title I schools that have been identified for (1) school improvement, (2) corrective action, or (3) restructuring the opportunity to transfer their children to a school that has not been so identified, even as his or her original school is undergoing improvement [section 1116 of ESEA and secs. 200.44 and 200.45 of the Title I regulations].

Qualified Paraprofessional – A “qualified” paraprofessional must have a secondary school diploma or its recognized equivalent and (1) completed two years of study at an institution of higher education; (2) obtained an associate’s (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) [section 1119(c) and (d) of ESEA].

Reading Instruction – Instruction in reading provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.

Records transfer staff – Staff responsible for entering, retrieving or sending student records from or to another school or student records system.

Recruiter – A staff person responsible for identifying and recruiting children as eligible for the MEP and documenting their eligibility on the Certificate of Eligibility.

Referred Service – Educational or educationally-related services provided from non-MEP programs or organizations that would otherwise not been obtained by migrant children, but are obtained for migrant children through the efforts of MEP funded personnel. Other non-MEP local, state, and/or federal funds support the delivery of the referred services.

Regular School Year – For schools that operate on a traditional calendar, the regular school year is the period from the beginning of school in your state in the fall to the end in the spring, generally from September to June. For schools that operate on a year-round schedule without a traditional long summer break, the regular school term is the aggregate of all those periods throughout the year when the school (or part of the school) is in session providing the annual amount of instruction analogous to the traditional school-year regular term.

Reporting year – The reporting year is from September 1 - August 31. For programs that operate on a traditional school-year calendar, the reporting year consists of the regular school year (normally beginning in August or September and ending in May or June) and the subsequent summer term. For programs that operate on a year-round calendar, the reporting year consists of the 12-month period beginning with the term or intersession that starts closest to September 1.

Schools in Need of Improvement – A school is in its first year of “school improvement” when it has not made AYP for two consecutive years. In order to exit school improvement status, it must make AYP for two consecutive years. A school can be identified for a second year of school improvement if it does not make AYP for another year, after initially being identified as in need of improvement [section 1116(b)(1)(A)].

Schoolwide Program (SWP) – A schoolwide program is operated in a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or that has a school enrollment of which not less than 40 percent of the children are from such families, and that uses its Title I funds to upgrade the educational program of the entire school, rather than to provide services only to students identified as most at risk of failing to meet State standards [section 1114].

Services – “Services” are a subset of all allowable activities that the MEP can provide through its programs and projects. “Services” are those educational or educationally related activities that: (1) directly benefit a migrant child; (2) address a need of a migrant child consistent with the SEA’s comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State’s performance targets. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are NOT considered services. Another example of an allowable activity that would not be considered a service would be handing out leaflets to migrant families on available reading programs as part of an effort to increase the reading skills of migrant children. Although they are allowable activities, they are not services because they do not meet all of the criteria above.

State Director – For the purpose of the MEP, the manager within the SEA who administers the MEP on a statewide basis.

Summer term – In a school district that operates a traditional-calendar school year, the period of time after the regular school year has ended and before the next school year begins, typically from May/June through August/September. Year-round schools, for the purposes of this report, are not considered to have summer terms. Any break in the regular term of a year-round school is considered an intersession term, regardless of what season of the year in which it occurs.

Supplemental Educational Services – ESEA provides parents of children enrolled in Title I schools that have been identified for (1) school improvement, (2) corrective action, or (3) restructuring the opportunity for their children to receive supplemental educational services. These services are additional academic services designed to increase the academic achievement of low-income students in low-performing schools. These

services may include tutoring, remediation, or other educational interventions that are consistent with the content and instruction used by the local educational agency (LEA) and are aligned with the State's academic content standards. Supplemental educational services must be provided outside of the regular school day. Supplemental educational services must be high quality, research-based, and specifically designed to increase student academic achievement [section 1116(e)(12)(C) of ESEA].

Support services – These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, transportation.

Teacher – A classroom instructor who is licensed and meets any other teaching requirements in the state.

Unduplicated Count – This is a count in which a given child is only counted once on a statewide basis in a single category (i.e., within a row or with a cell in a row).

Ungraded – Children are reported in the ungraded columns of the table if the child is served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded, or ungraded groupings for children with learning disabilities. In some cases, ungraded students may also include special education children, transitional bilingual students, students working on a GED through a K-12 institution, or those in a correctional setting. (Students working on a GED outside of a K-12 institution are counted as out-of-school youth.)

Year Round Project – A MEP project that operates in both the regular school year and summer/intersession terms.

REGULAR TERM PROJECTS

MONTANA STATE ASSESSMENT INFORMATION

Name of Assessment: _____ Date of Assessment: _____

Other: _____

READING

Grades	Total # of Students Enrolled	Total # of Students Assessed	# Novice	# Nearing Proficiency	Proficient	Advanced
3						
4						
5						
6						
7						
8						
9						
10						

MATHEMATICS

Grades	Total # of Students Enrolled	Total # of Students Assessed	# Novice	# Nearing Proficiency	Proficient	Advanced
3						
4						
5						
6						
7						
8						
9						
10						

SECTION II-B

STUDENT PARTICIPATION IN TITLE I, PART C

Instructions:

Participation: Participation information is required for children who received instructional or support services funded totally or in part with Migrant Education Program (MEP) funds. For this form, count only those eligible students who were actually served; do not count unserved eligible students.

Include participants who are eligible for services but not for funding purposes (i.e., students ages 0-2, students receiving services for the year after their eligibility lapses, and students previously eligible in secondary school and receiving credit-accrual services).

Number of Students Served with MEP Funds

	Title I, Part C
Student Participation	Number of Migrant Students Served with MEP Funds
By Gender	
Male	
Female	
By Special Services or Program	
Limited English Proficiency	
By Racial/Ethnic Group	
American Indian/Alaskan Native	
Asian/Pacific Islander	
Black (not of Hispanic origin)	
Hispanic	
White (not of Hispanic origin)	
Other:	

SECTION III—EDUCATION OF MIGRATORY CHILDREN (TITLE I, PART C)

Please complete the following tables for the Title I, Part C, Migrant Education Program.

General Data Reporting Information

1. The tables in this section contain annual performance report requirements for the Title I, Part C, Migrant Education Program (MEP) for reporting year 2004-2005.
2. Instructions for each table are provided just before the table.

Instructions: Table I-Population Data. Table I requires you to report the statewide *unduplicated* number of *eligible* migrant children by age/grade according to several descriptive categories. Include only *eligible* migrant children in the cells in this table. Within each row, count a child only once statewide (*unduplicated* count). Include children who changed ages (e.g., from 2 years to 3 years of age) or grades during the 2003-2004 reporting period in only the higher age/grade cell. For example, a child who turns three during the reporting year would only be counted in the Ages 3 - 5 cell. In all cases, the Total is the sum of the cells in a row.

TABLE I. POPULATION DATA	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- graded	Out of school	Total
A. ELIGIBLE MIGRANT CHILDREN																		
1. All Migrant Children Eligible for the MEP																		
B. PRIORITY FOR SERVICES																		
1. All Migrant Children Eligible for MEP classified as having "Priority for Services"																		
C. LIMITED ENGLISH PROFICIENT (LEP)																		
1. Migrant Children who are LEP																		
D. CHILDREN ENROLLED IN SPECIAL EDUCATION																		
1. Migrant Children Enrolled in Special Education																		
E. MOBILITY																		
1. Migrant Children with a Last Qualifying Move within 12 Months (Counting back from the Last Day of the Reporting Period)																		
2. Migrant Children with a Last Qualifying Move within Previous 13-24 Months (Counting back from the Last Day of the Reporting Period)																		
3. Migrant Children with a Last Qualifying Move within Previous 25-36 Months (Counting back from the Last Day of the Reporting Period)																		
4. Migrant Children with any Qualifying Move within a Regular School Year (Count any Qualifying Move within the Previous 36 Months Counting back from the Last Day of the Reporting Period)																		

INSTRUCTIONS: TABLE II. ACADEMIC STATUS

Table II asks for the statewide *unduplicated* number of *eligible* migrant children by age/grade according to several descriptive categories. Include only *eligible* migrant children in the cells in this table. Within each row, count a child only once statewide (*unduplicated* count).

Include children who changed grades during the 2003-2004 reporting period in only the higher age/grade cell. In all cases, the Total is the sum of the cells in a row.

TABLE II. ACADEMIC STATUS

	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- graded	Out of school	Total
F. HIGH SCHOOL COMPLETION — (Note: Data on the high school graduation <u>rate</u> and school dropout <u>rate</u> for migrant students has been collected through Part I of the Consolidated State Performance Report.)																		
1. <i>Dropped out of school</i>																		
2. Obtained GED																		
G. ACADEMIC ACHIEVEMENT — (Note: The results of state assessments in mathematics and reading/language arts are collected in Part I of the Consolidated State Performance Report. However, information on the number of eligible migrant students who participated in the state assessment will be collected below.)																		
1. Number of Migrant Students Enrolled During State Testing Window (State Assessment - Reading/Language Arts)																		
2. Number of Migrant Students Tested in Reading/Language Arts (State Assessment)																		
3. Number of Migrant Students Enrolled During State Testing Window (State Assessment - Mathematics)																		
4. Number of Migrant Students Tested in Mathematics (State Assessment)																		

The number of children tested should match the numbers in Section II-A.

INSTRUCTIONS: TABLE III. MEP PARTICIPATION—REGULAR SCHOOL YEAR

Table III-H. asks for the statewide, *unduplicated* number of children who were served by the MEP in the regular school year by age/grade according to several descriptive categories. Include children who changed ages, e.g., from 2 years to 3 years of age, or grades during the 2003-2004 reporting period in only the higher age/grade cell. Within each row, count a child only once statewide (*unduplicated* count). In all cases, the total is the sum of the cells in a row.

Participation information is required for children who received instructional or support services funded in whole or in part with MEP funds. DO NOT count migrant children served through any schoolwide programs (SWP), where MEP funds were combined, in any row of this table.

Count only those children who were actually served; do not count unserved children. Include in this table all children who received an MEP-funded service, even those children continuing to receive services in the year after their eligibility ended, and those children previously eligible in secondary school and receiving credit-accrual services.

Served in a Regular School Year Project. Enter the number of children who participated in MEP-funded instructional or supportive service only. DO NOT include children who were served only by a “referred” service. Count a child only once statewide by age/grade in row 1 if he/she received any type of MEP-funded instructional or supportive service. Do not count the number of times an individual child received an instructional intervention.

Continuation of Services. In row 3, report only the numbers of children served under Sections 1304(e)(2)-(3). Do not report in row 3 the children served in Section 1304(e)(1), children whose eligibility expired during the regular school year.

Instructional Services. For each listed instructional service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 4 if he/she received any type of MEP-funded instructional service (regardless whether provided by a teacher or paraprofessional). Count each child only once statewide in row 5, once in row 6, and once in row 7 if he/she received the specific MEP-funded instruction (and provided by a teacher) in the subject area noted. Do not count the number of times an individual child received an instructional intervention.

Support Services. For each listed support service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 8 if he/she received any type of MEP-funded supportive service. Count a child only once statewide in row 9 if he/she received the specific MEP supportive service noted (i.e., do not count the number of service interventions per child).

Referred Services. Count a child only once statewide by age/grade in row 10 if he/she received a referred service. This is NOT a count of the referrals themselves, but instead represents the number of children who are placed in an educational or educationally-related service funded by another non-MEP program/organization that they would not have otherwise obtained without the efforts of MEP funds. (Do not count the number of service interventions per child.)

TABLE III. MEP PARTICIPATION—REGULAR SCHOOL YEAR

	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- graded	Out of school	Total
H. PARTICIPATION-REGULAR SCHOOL YEAR																		
1. Served in MEP (with an MEP-funded Instructional or Supportive Service Only- do not include children served in an SWP where MEP funds are combined)																		
2. Priority for Service																		
3. Continuation of Service																		
4. Any Instructional Service																		
5. Reading Instruction																		
6. Mathematics Instruction																		
7. High School Credit Accrual																		
8. Any Support Service																		
9. Counseling Service																		
10. Any Referred Service																		

INSTRUCTIONS: TABLE III. MEP PARTICIPATION—SUMMER/INTERSESSION TERM

Table III-I. asks for the statewide unduplicated number of children who were served by the MEP in a summer or intersession term by age/grade according to several descriptive categories. Include children who changed ages, e.g., from 2 years to 3 years of age in only the higher age cell. Count summer/intersession students in the appropriate grade based on the promotion date definition used in your state. Within each row, count a child only once statewide (*unduplicated* count). In all cases, the Total is the sum of the cells in a row.

Participation information is required for children who *received instructional or support services* funded in whole or in part with MEP funds.

Count only those children who were actually served; do not count unserved children. Include in this table all children who received an MEP funded service, even children continuing to receive services in the year after their eligibility ended, and those children previously eligible in secondary school and receiving credit-accrual services.

Served in a Summer or Intersession Project. Enter the number of children who participated in MEP-funded instructional or supportive service only. DO NOT include children who were served only by a “referred” service. Count a child only once statewide by age/grade in row 1 if he/she received any type of MEP-funded instructional or supportive service. Do not count the number of times an individual child received an instructional intervention.

Continuation of Services. In row 3, report only the numbers of children served under Sections 1304(e)(2)-(3). Do not report in row 3 the children served in Section 1304(e)(1), children whose eligibility expired during the summer term.

Instructional Services. For each listed instructional service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 4 if he/she received any type of MEP-funded instructional service (regardless whether provided by a teacher or paraprofessional). Count each child only once statewide in row 5, once in row 6, and once in row 7 if he/she received the MEP-funded instruction (and provided by a teacher) in the subject area noted. Do not count the number of times an individual child received an instructional intervention.

Support Services. For each listed support service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 8 if he/she received any type of MEP-funded supportive service. Count a child only once statewide in row 9 if he/she received the specific MEP supportive service noted (i.e., do not count the number of service interventions per child).

Referred Services. Count a child only once statewide by age/grade in row 10 if he/she received a referred service. This is NOT a count of the referrals themselves, but instead represents the number of children who are placed in an educational or educationally-related service funded by another non-MEP program/organization that they would not have otherwise obtained without the efforts of MEP funds (i.e., do not count the number of service interventions per child).

TABLE III. MEP PARTICIPATION—SUMMER TERM OR INTERSESSION

	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- graded	Out of school	Total
I. PARTICIPATION—SUMMER TERM OR INTERSESSION																		
1. Served in MEP Summer or Intersession Project (with an Instructional or Supportive Service Only)																		
2. Priority for Service																		
3. Continuation of Service																		
4. Any Instructional Service																		
5. Reading Instruction																		
6. Mathematics Instruction																		
7. High School Credit Accrual																		
8. Any Support Service																		
9. Counseling Service																		
10. Any Referred Service																		

INSTRUCTIONS: TABLE IV. SCHOOL DATA

Table IV asks for information on the number of schools and number of *eligible* migrant children who were enrolled in those schools.

In the first column of Table IV, enter the number of schools that enroll *eligible* migrant children during the regular school year. Schools include public schools, alternative schools, and private schools (that serve school-age children, i.e., grades K-12). In the second column, enter the number of *eligible* migrant children who were enrolled in these schools. In the second column, since more than one school in a State may enroll the same migrant child, the count of eligible children enrolled will be duplicated statewide.

TABLE IV. SCHOOL DATA

J. STUDENT ENROLLMENT	NUMBER OF SCHOOLS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. Schools Enrolling Migrant Children	a.	b.
2. Schools in Which MEP Funds are Combined in SWP	a.	b.

Schools = school buildings

INSTRUCTIONS: TABLE V. MEP PROJECT DATA — TYPE OF MEP PROJECT

Enter the number of projects that are funded in whole or in part with MEP funds. An MEP project is the entity that receives MEP funds (by a subgrant from the State or through an intermediate entity that receives the subgrant) and provides services directly to the migrant child. DO NOT include *school-wide* programs in which MEP funds were combined in any row of this table.

TABLE V. MEP PROJECT DATA

K. TYPE OF MEP PROJECT	NUMBER OF MEP PROJECTS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. MEP Projects: Regular School Year (All MEP Services Provided During the School Day Only)	a.	b.
2. MEP Projects: Regular School Year (Some or All MEP Services Provided During an Extended Day/Week)	a.	b.
3. MEP Projects: Summer/Intersession Only	a.	b.
4. MEP Projects: Year Round (All MEP Services Provided throughout the Regular School Year and Summer/Intersession Terms)	a.	b.

INSTRUCTIONS: TABLE V. MEP PROJECT DATA—KEY MEP PERSONNEL

For each school term, enter both the actual number of *full-time-equivalent* staff who are paid by the MEP. Report both the actual number and FTE number by job classification. For actual numbers, enter the total number of individuals who were employed in the appropriate job classification, regardless of the percentage of time the person was employed. For the FTE number, define how many full-time days constitute one *FTE* for each term in your state. (For example, one regular term FTE may equal 180 full-time (8 hour) work days, one summer term FTE may equal 30 full-time work days, and one *intersession* FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) Use only the percentage of an FTE paid by the MEP in calculating the total FTE numbers to be reported below for each job classification.

DO NOT include staff employed in *schoolwide* programs that combined MEP funds/services with those of other programs.

TABLE V. MEP PROJECT DATA

L. KEY MEP PERSONNEL	NUMBER OF MEP FUNDED STAFF IN REGULAR SCHOOL YEAR	FTE IN REGULAR SCHOOL YEAR 1 FTE =180 Days	NUMBER OF MEP FUNDED STAFF IN SUMMER TERM/ INTERSESSION	FTE IN SUMMER TERM/ INTERSESSION FTE 1 FTE = ____ Days*
1. Director/Administrator	a.	b.	c.	d.
2. Teachers	a.	b.	c.	d.
3. Counselors	a.	b.	c.	d.
4. All Paraprofessionals	a.	b.	c.	d.
5. "Qualified" Paraprofessionals	a.	b.	c.	d.
6. Recruiters	a.	b.	c.	d.
7. Records Transfer Staff	a.	b.	c.	d.

*Summer term FTE varies from a high of 50 days to a low of 20 days.